

Billingham South Community Primary School



Behaviour Policy

February 2022

Date for Review

February 2024



Billingham South is proud to be the world's first Outstandingly Happy School.

"Research suggests that when schools place a strong emphasis on the emotional health and well-being of **all members of the school community** this leads to better outcomes for all (for example staff retention, pupil attendance, attainment and positive home-school relationships)." *Banjaree R, Weare K and Farr W 2014*

A wide range of strategies and interventions are used in our school to create a warm and caring environment in which pupils can flourish. This is the first and most important step in our management of behaviour (see a list of examples below):

Policy Statement

This Policy Statement is written in order that teachers, parents, children and governors may share a common purpose in relation to what is considered appropriate behaviour in school and what are appropriate responses to children's behaviour. Our objective is to ensure that everybody in our school has the chance to be the best they can be through excellent classrooms and excellent relationships. We have clear, consistent school rules and clear systems and guidance to ensure that there is excellent behaviour around school, superb behaviour for learning and a clear values system. We also want to ensure that we retain a sensitive and authoritative approach so that children who express their emotions through disruptive behaviour can modify their behaviour over time.

We believe that ALL adults take responsibility for managing the behaviour of all our children. We believe in pro-actively engaging with parents to ensure effective behaviour management. Our aim is to ensure that all our children make the best choices they can about their behaviour and exhibit the school's values of **happiness, resilience, courage, quality and responsibility.**

We believe that the vast majority of our pupils thrive within our system of assertive discipline. We underpin this system with the principle outlined by Dan Hughes in his PLACE model:

PLACE

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

LOVE is about creating loving relationships - all children need love.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

We aim to use those principles to ensure that all pupils feel secure enough to flourish at Billingham South.

Behaviour Policy

This Behaviour Policy is based on the principles and rationale outlined in the preceding Policy Statement. It contains rules, rewards, consequences and procedures which have been adopted by our whole school community.

A. THE RULES

- I will wait until it is my turn to speak.
- I won't hurt anyone in any way.
- I will respect people and property.
- I will follow instructions.

B. REWARDS AND CONSEQUENCES

Our Behaviour Policy should strike a healthy balance between rewards and consequences which are clearly understood by everyone: teachers, children, parents and governors. Pupils should learn from experience to expect to be treated fairly. At Billingham South, the word "fairly" means according to need.

Pupils will be taught that the rules apply to everybody in school. The whole school community is aware that there is flexibility in the way rewards and sanctions are used to manage behaviour in accordance with the needs of the child and the safety of others. Class teachers have the most crucial role to play in behaviour management. They have a responsibility to exercise their judgement using the principles, guidelines and systems within this policy to ensure excellent behaviour management within their learning environments. Class teachers are trusted to form healthy, caring relationships with children so that they can fulfil this requirement. They should refer to our staff code of conduct; our Safer Working Practices document; our social networking policy and our Peer on Peer Abuse policy for further guidance.

Positive approval of good behaviour or "praise" should be regarded as a major contributory factor in ensuring excellent behaviour. Rewards are given out by all adults with a specific reminder about what the child has done to earn the reward. Rewards at Billingham South Community Primary School are displayed throughout the building and include:

- **Specific praise from adults**
- **Marvellous Me badges (EY)**
- **Stickers**
- **Sharing work with another teacher or a team leader**
- **Taking part in a Celebration Assembly**
- **Values badges, certificates and rewards**

Consequences at Billingham South Community Primary School are also displayed throughout the building and are hierarchical generally. However, in the case where a pupil consistently breaks the rules, the teacher should use their judgement about the child to decide how best to implement the system and its hierarchy.

"Thinking of a child behaving badly disposes you to think of punishment; thinking of a child as struggling to handle something difficult encourages you to help them through their distress" Brighton and Hove (AA Behaviour Policy)

Adults with any responsibility for children should seek to consult with the SENCO, DHT (who is AATI trained) and HT for further guidance. They should remember that there are many supportive mechanisms in place, such as discussions with our PSA, Counselling and initiatives using AATI techniques which can be called upon. We understand that "the parent/child connection is the most powerful mental health intervention known to mankind" *Bessel, Van der Kolk* and, as such we are committed to involving parents and carers in behaviour management.

We do not use shame as a mechanism for classroom management at Billingham South so public reminders of consequences are not used in any classroom.

Where any behaviour is deemed serious enough, the adult dealing with the incident may choose to immediately involve the Deputy Head Teacher or Head Teacher. We use staff and team meetings to discuss behaviour and try to ensure commonality around the understanding of serious/disruptive behaviour. Where behaviour is considered to be particularly disruptive or to show evidence of a pattern or cycle of concerning behaviour; that behaviour should be flagged on CPOMS and the actions taken by any adults clearly noted too.

Our consequences are:

- **A reminder that the specific behaviour is against the rules**
- **A warning to cease the specific behaviour**
- **Continuing the lesson away from peers (but within the room) for an impactful amount of time**
- **Removal of playtime privileges (with work)**
- **Being sent to a member of the Leadership Team (who will deal with the matter and impose a consequence using their judgement).**
- **Child taken to see Deputy Head Teacher (who will deal with the matter and impose a consequence using their judgement).**
- **Child taken to see Head Teacher (who will deal with the matter and impose a consequence using their judgement).**

At any point, behaviours can be reported to parents where the teacher, Leadership team member, DHT or HT perceive that parental involvement is required or where the behaviour is such that the parent must be notified.

C. TEACHERS

The classroom is the most important place in the education system. To learn well children need a calm and purposeful classroom atmosphere. We as teachers must keep order. Pupils must be clear about the framework within which they make their behaviour choices. It is the duty of an assertive and authoritative class teacher to ensure pupils are familiar with the behaviour model of the school and apply it in a sensitive, caring and intelligent manner. Our behaviour policy provides a framework teachers should use as the basis of good classroom management. However, teachers should also be fully aware of the PLACE model and should create a caring and happy environment in which all pupils can flourish.

Teachers should look to build positive, caring and appropriate relationships with pupils and their parents within the guidelines of our "Safer Working Practices Guidelines" document and our "Staff Behaviour Policy".

Teachers are required to get to know their pupils by name, understand their personality and interests and be aware of friendship groups within the class. Taking the trouble to do this allows teachers to manage learning behaviour and discipline assertively and positively.

At Billingham South Community Primary School, it is our belief that pupils learn best in **excellent classrooms** and when there are **excellent relationships** between all relevant members of the school community. We believe that everyone should expect to be **prepared and inspired to be the best that we can be**. By following the school's Teaching and Learning Policy, teachers should ensure a stimulating and inspiring learning environment which encourages positive learning behaviours in all pupils. Sometimes, teachers may need to manage furniture, resources and class groupings to ensure the best learning experiences for their pupils. All adults should ensure that the environment in their class matches the priorities outlined in the PLACE model favoured by school.

D. PARENTS

Parents have an important role in supporting pupils with their behaviour. It is school's job to ensure parents feel adequately equipped to work with us as a team in supporting their child.

It is always helpful when parents: Encourage children to respect school and support the school rules and vision of Billingham South. Show interest in their child's progress and reward achievements appropriately. Praise good reports, text messages, stickers, Marvellous Me badges and certificates that they are informed of. It's important that parents are seen as supportive of the adults at school. Visit school not just when there is a problem. Discuss with the Head teacher or class teacher any problem that could affect their child emotionally or academically within school. And work in partnership with the school to address any ongoing or incidental behavioural concerns.

In some cases our PSA, school counsellor or Designated Officers may work intensively with parents where behaviour causes significant concern at school and/or at home.

EXCLUSION

Children who fail to comply with the general rules and routines of the school over a sustained period and whose behaviour is a significant cause for concern or continues to degenerate may be considered for exclusion. Serious physical violence towards other pupils and members of staff may also be grounds for exclusion. The school works within Stockton Borough Council's policy and guidance for Exclusion Procedures.

EDUCATIONAL VISITS

The school accepts its responsibility to provide all children with a safe working environment. In line with our responsibilities stated in KCSIE 2018, we always ensure any venue has robust safeguarding procedures. Risk Assessments are always completed prior to a visit taking place and are shared with the children, passed to the Health and Safety Officer and Head Teacher. School will ensure that when educational visits are conducted, we can apply the principles outlined in PLACE, ensuring all children feel secure and enabled to be the best they can be. On occasion, this may need to be achieved by modifying the trip for an individual child or, regrettably, not allowing a child to attend. Our aim is for all children to enjoy every experience we can offer.

LUNCHTIMES

Lunchtimes at Billingham South Community Primary School are governed by the same principles outlined above. As far as possible we try to ensure that the principles outlined in PLACE are maintained on our playground. The atmosphere should be fun and the children enabled to enjoy their playtime. Where conduct is deemed to be risky or dangerous or persistently detrimental to the enjoyment of

others, dinner supervisors may ask Team Leaders, the Deputy Head Teacher or the Head Teacher to intervene and act as they see fit. Most low level discipline can be managed using reminders or warnings and passing on reports of behaviour to class teachers.

REASONABLE FORCE

The legal provisions on reasonable force require staff members to intervene if a child poses a threat to themselves or others. Head Teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for articles that have been or could be used to commit an offence or cause harm. A number of staff members have been trained in Team Teach methodology so that they can intervene to restrain a child in order to prevent harm to themselves or others. In exceptional circumstances, these staff members may remove a child from a situation if the child poses a threat to themselves or others. Such instances are logged on CPOMS using the "positive handling" tag. Following such events, children are given time to calm down before further actions or measures are considered. Staff will be de-briefed and parents fully informed. If a staff member is injured, Stockton's Health and Safety Policy will be followed.

POWER TO SEARCH

Designated Child Protection Teachers including the Head Teacher have the right to search a child with their permission in the presence of another adult and if there is concern that the child may be at risk of injury or in possession of articles that may injure others. The age of the child will be taken into consideration and if there is no immediate danger the parents/carers will be invited into school to discuss the situation.

Searches will be carried out without a child/parent/carers permission **only** if there is a risk of injury or harm to the child or others.

ALLEGATIONS AGAINST STAFF

All our staff are aware that the school has clear guidelines for **Safer Working Practices** when working with children. All staff are advised to follow those recommendations in conjunction with other policies such as our Staff Behaviour Policy and Social Networking Policy.

In the event of a child making an allegation against a member of staff, the Head Teacher will consult with the LADO and follow the advice given. In the event of a child making an allegation against the Head Teacher, the Chair of Governors will be immediately be informed by a Designated Officer and he/she will seek advice from the LADO and follow that advice.

BULLYING

Please refer to our Peer on Peer Abuse Policy.